Lesson Plan Template 10/11/10 Dr. Thieman

Name:\_\_Jay Harden\_\_\_\_\_\_\_\_\_\_\_\_\_ Age/Grade Level\_11th and 12th\_\_\_\_

Subject Area(s)\_\_\_Language Arts\_\_\_

Unit Title: How do literary devices help us make meaning out of language?

Lesson Title\_\_Personification\_\_\_\_\_ Estimated Time\_\_\_\_80 min\_\_\_

**Purpose/Rationale for lesson:**

Explore roles of and meaning of literary devices.

**Curriculum Framing Questions:**

Essential Question: ***How Do Literary Devices Impact Language?***

Unit Question that applies to this lesson:

***How does personification help us make meaning out of language?***

Lesson or Content Question(s):

***How does use of personification impact our relationship with language?***

***How is language enriched through use of personification?***

**Goal:** To challenge students to explore use of personification in their writing.

**Learning Objective(s):**

1. To engage students through meaningful discussion to identify and analyze use of personification in language.
2. Have students engage in cooperative peer review by reading personal narrative/poems aloud and then discussing.
3. Have students expand understanding of figurative language through Snapshot exercise.

**Curriculum Standard(s):** EL.HS.LI.09 *Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.*

**Materials Needed:** Overhead projector, computer, internet access or recording of “The wreck of the Edmund Fitzgerald,” and example of Snapshot exercise. Edmund Fitzgerald lyrics handout.

**Background knowledge or skills students need prior to lesson:** Ability to write and share short poem/narrative. Have basic understanding of figurative language.

**Hook or Introduction**: Hand out lyrics to, and then play, Gordon Lightfoot’s song “The Wreck of the Edmund Fitzgerald.”

**Procedures:**

The first step of the lesson is to reengage students thinking on personification by playing “The Wreck of the Edmund Fitzgerald.” Students will follow along on their lyrics printout. Play song second time, and ask students to circle examples of personification. Begin quick dialogue discussing examples of personification and how they impact the emotion in the song. (15 min)

Poems and narratives from previous lesson will be submitted anonymously and projected one at a time on the overhead. As a class, we will review the validity of the usage of personification in examples. The class will evaluate their peers by confirming or denying proper use of personification, and provide feedback in order to improve their individual understanding of personification. (45 min)

Transition to Snapshot exercise will begin with explanation and display on overhead of example. Snapshot consists of short writing about an emotionally powerful memory or event. First step is written in simple, straightforward language. Second version is rewritten with examples of personification worked in enhance description. Final 10 minutes of class will be individual work preparing first portion of Snapshot. Teacher will move about the class checking work to ensure students are on correct path. (20 min)

**Differentiation/Accommodation**: Incorporating lyrics handout into presentation of song will provide two opportunities to digest information and language. Handout will be kept by students for reference and added to portfolio. Presenting narrative/poem orally and discussing provides opportunities to reflect on the work of others to help solidify understanding. Personal writing provides freedom in form of subject and construction. ESL students can complete assignment in such a way that removes complexity of language while still illustrating competency in subject comprehension. Anonymous submittal of writing creates safe atmosphere to reflect on and compare work.

**Attention to Literacy:** Literacy is being addressed by giving the students an opportunity to follow along on handout as song is performed aloud and then repeated. By projecting and reading aloud class writing, students can follow along in the critique while being exposed to the diverse styles of their peers.

**Closure:** Close with the students fully engaged in exploring personification independently with the task of preparing their Snapshots for review in the next class.

**Assessment and Evaluation of Student Learning:** Observable competency will be evaluated during discussion of song and review of write-ups. Students comfortable with their writings will submit poems/narratives for teacher review, and when returned the submission will be added to portfolios. Students who wish to refine their submissions may do so by taking them home and revising them to turn in during the next class meeting. Deeper evaluation of mastery of personification will be evaluated through completion of Snapshot exercise in following classes.